

Free Will Unit
By Ashley Pitts
LAE 4335-901
Professor Christi Edge
Spring 2010

Table of Contents

Rationale.....2

Goals and Rubrics.....4

Calendar.....12

Lesson Plans

Week 1.....14

Week 2.....26

Week 3.....41

Works Cited.....53

Handouts/PowerPoints/Additional Materials 54

Rationale

When students begin High School they have to figure out where they belong all over again. Often these ninth graders think that society has a perfectly designed place for them and they have no choice in the matter. Some students are geeks, some are preps or jocks, some are band nerds, and the list goes on. It is important to teach these students that they are in charge of their place in life because they have the ability to choose their next step, whether it be out the door, off to Law School or on a plane to Europe. A thematic unit on free will can give every student an opportunity to explore his/her future and his/her ability to make choices. Smagorinsky places this under the category of psychology and human development saying that “Literature often deals with common human experiences about the pressures, changes, dilemmas, aspirations, conflicts, and so on that make growing up (and being grown up) such a challenge (141).” The job of the teacher is to help a student discover the possibilities in a piece of literature through learning activities.

The main piece of literature for this unit will be *The Giver* by Lois Lowry. The novel explores a futuristic town in which no citizen has a choice in any aspect of his/her life. A career, a spouse, children, and even their thoughts are chosen for them. This novel is a clear example of a lack of free will and will act as juxtaposition when comparing to the rights of people in the current United States. The novel has multiple themes that apply to free will including the idea of sameness and a utopia. The themes in *The Giver* will also appear in literature studied in future upper-level or college course.

There is some questionable material in the novel such as euthanasia, suicide, and infanticide. These ideas are very subtle situations that occur in the novel and can often go unnoticed by readers. The situations, however, can be used to show how these types of treatment do not work in a society and actually will turn it into a dystopia. The class can have a discussion about human rights and how the control of government over its citizens can affect the concept of free will that the US constitution clearly allows its citizens. If a student does not want to read, or a parent does not permit a student to read *The Giver*, an alternative novel for any student is also George Orwell’s *1984* which depicts a futuristic dystopic society as well.

Free will is one of the liberties given to every American in the Constitution. Students should “understand their roles as citizens in their communities, states, and nation (Smagorinsky 143).” Civic awareness can be accomplished in this unit while the students explore the United States Constitution and the rights that it gives to every citizen, even including them. Understanding free will within the Constitution is important to Americans because it is a concept central to the culture. Teaching students what it means to be a citizen of this nation can often instill in them a source of pride that will benefit them and their community. The advantages include allowing students to construct conceptions of being individuals who can explore free will and make sound choices.

The unit can also be applied globally because there are many countries that have different views on choice and free will amongst its citizens. Students will study the rights of citizens of other countries, comparing the results of their research to the rights of Americans. Diversity is becoming more widespread in this country so understanding others’ backgrounds can often help a student to interact with others in the future. By

studying global arenas and their use of free will, the students could also discuss philosophical ideas such as Marxism or Communism and compare these ideas to those in the novel.

Understanding free will could help with students' psychological developments because there may be many students who consider themselves incapable of holding a particular career due to a certain group they belong to or how well they did in middle school. By showing the students the opportunities in a country that offers so much free will, they can realize that they can aim higher and be anything they want. One activity within the unit will be for each student to choose the optimal career he/she is interested in pursuing. The student will then do research to help them reach this goal. This portion of the unit will help the students in their senior year of High School when they are deciding which colleges to attend and which major to choose. Students are often unaware of how their High School grades can actually determine which college they attend. By searching for the requirements within possible college choices, the students are able to create goals that will help them be more successful throughout their time in High School.

Smagorinsky explains that "most of what teachers do in a classroom is in preparation for what they think students need next (144)." Studying the Constitution will also give students experience in dissecting and understanding technical styles of writing that they will read throughout their lives. Learning to read legal material can also help with being a citizen because there are many contracts that one has to sign such as the contract to one's first credit card, or first car, or even first home. If a person does not understand the language then he/she could sign a document that is not in his/her favor, or have to pay a lawyer to read it. Doing a portion of the unit on technical language could also be an excellent time to discuss the use of grammar and being more concise with the use of more powerful nouns.

The most important part of the entire unit is that students will be able to relate the material to their lives outside of the classroom. Students have to deal with being individuals and making decisions every day so it is important to teach them that these concepts are a privilege and ones that they should take advantage of now. Because of this relation to their own lives it will get the students engaged in their reading and think about it on a deeper level which will teach them to critically think about and analyze literature. The unit is also appealing because it can be used interdisciplinary with course such as history, foreign languages, psychology, philosophy and English. Being able to apply a concept in many classes will actually help a student to learn to relate ideas amongst courses constantly because a student is good at one subject and not so good at another, relating the two can often produce understanding in both.

Goals and Rubrics

Goal 1: Students will demonstrate their understanding of the concept of free will or lack thereof by color marking the culminating text, *The Giver*, by responding to other readings in the form of quick-writes and essays, by participating in class discussions, and by creating an Alternative Book Report.

A. Journals and Quick Writes

Students are all expected to have a binder and loose leaf paper. Many days the class will begin with quotes that deal with the concept of free will. The student will write in response to questions the teacher has listed on the board in relation to the quote. At least two of these quick writes will be developed into full essays.

Journals and Quick Writes Rubric	
A	<ul style="list-style-type: none"> • A total of 10 Quick Writes with over 10 sentences each • At least two Quick Writes that have been formed into Essays • The two essays are cohesive, complete, and have little to no grammar mistakes • The two essays show a clear understanding of the quote and defend reasoning with examples from the culminating text, <i>The Giver</i>. • The two essays relate the reading back to the Free Will concept (extra credit if relates back to any article read in class) • All writings clearly show that the student has thought deeply about the concepts presented in the unit and the quote
B	<ul style="list-style-type: none"> • A total of 10 Quick Writes with 7 to 9 sentences each • At least two Quick Writes that have been formed into Essays • The two essays are complete and have a few grammar mistakes • The two essays show understanding of the quote, defend reasoning and relates to the culminating text, <i>The Giver</i>. • The two essays relate reading back to the Free Will concept (extra credit if relates back to any article read in class) • All writings clearly show that the student has thought deeply about the concepts presented in the unit and the quote
C	<ul style="list-style-type: none"> • A total of 10 Quick Writes with 5 to 7 sentences each • At least two Quick Writes that have been formed into Essays • The two essays are complete and have some grammar mistakes • The two essays show understanding of the quote • The two essays relate reading back to the Free Will concept (extra points for relating to any article read in the class)
D	<ul style="list-style-type: none"> • Less than 10 Quick Writes with a few sentences each • Less than two Quick Writes that have been formed into Essays • The essay is complete and has some grammar mistakes • The essay shows understanding of the quote • The essay does not relate back to the concept of Free Will

F	<ul style="list-style-type: none"> • Less than 10 Quick Writes with a few sentences each • Less than two Quick Writes that have been formed into Essays • The essay is complete and has some grammar mistakes • The essay does not show understanding of the quote • The essay does not relate back to the concept of Free Will
----------	--

B. Color Marking the *The Giver*

Students are expected to a variety of colors of crayons, markers, colored pencils, highlighters, etc. As a student is reading he/she will mark every occurrence of certain literary techniques or concepts. This activity ensures that each student is reading the novel looking for connections within the text and also to the concept of free will. The student will demonstrate understanding through his/her notes in the margin and color marking. This assignment will be reviewed by the teacher weekly.

- Orange for every new character and their description
- Blue for literary techniques such as metaphors, similes, imagery, etc.
- Pink/Red for every occurrence of lack of free will to someone or something
- Blue for every occurrence of free will/choice given to someone
- Yellow for quotes that interest you

The student will also write notes in the margin that show deep thought throughout and about the reading.

Color Marking Rubric					
	10	8	6	4	2
Characters	Every Character	All Significant Characters	Most Significant Characters	Few Significant Characters	Very Few Significant characters
Literary Techniques	At least 15 marked	Between 10 and 14 marked	Between 5 and 9 marked	Less than 5 marked	None marked
Lack of Free Will	All marked occurrences are clearly lack of free will examples and reasoning is presented in the margin	Most marked occurrences are clearly lack of free will examples and reasoning is presented in the margin	Some marked occurrences are clearly lack of free will examples and reasoning is presented in the margin	There are marked occurrences of lack of free will	There are not marked occurrences of lack of free will
	All marked occurrences	Most marked	Some marked	There are marked	There are not marked

Presence of Free Will	are clearly lack of free will examples and reasoning is presented in the margin	occurrences are clearly lack of free will examples and reasoning is presented in the margin	occurrences are clearly lack of free will examples and reasoning is presented in the margin	occurrences of lack of free will	occurrences of lack of free will
Interesting Quotes	There are some marked	N/A	N/A	N/A	There are none marked
Notes	There are 5 perceptive notes in the margins of each chapter	There are 4 perceptive notes in the margins of each chapter	There are 3 perceptive notes in the margins of each chapter	There are 2 perceptive notes in the margins of each chapter	There are 1 perceptive notes in the margins of each chapter

Total ___/60

C. Socratic Circles

These Socratic Circles will be based on the color marking done in *The Giver* or a separate reading chosen by the teacher for that day. The student will be graded on his/her attentiveness and participation. The student will be graded on the rubric below.

Socratic Circles						
Rating	Read the Text	Engaged in discussion	Supports ideas with references from text	Uses sound reasoning and questioning	Accepts more than one point of view	Listens and respects others
3	Remarks reveal a critical reading of the text with preparation.	Demonstrates active participation throughout circle time.	Makes specific references to text and defends ideas regularly.	Questions to others are thoughtful, logical, and contribute to the group's discussion.	Accepts other points of view.	Comments reflect active listening and respect for others.
2	Remarks reveal a reading of the text, but ideas	Demonstrates active participation in at least 50% of the	Makes references to text and defends ideas only	Questions and comments are logical, but lack	Acknowledges other points of view, but does not use	Generally listens, but is not attentive to details.

	seem incomplete.	circle time.	when challenged.	momentum to move forward.	them to expand meaning.	
1	Remarks suggest text was not read.	Some participation , but off- task for a majority of circle time.	Makes no references to text or does not defend ideas.	Remarks are difficult to understand or no remarks are made.	Does not accept other points of view.	Inattentive.

http://forpd.ucf.edu/strategies/socratic_circle_rubric.pdf

D. Alternative Book Report (Individual Unit Project)

Each student will complete an A project. There are four ways to complete an A project: one A, two B's, one B and 2 C's, or four C's. The descriptions of these projects are in the handout Reading Projects and Activities by Jo Higgins. A student can use any of these project ideas, create his/her own, or do a variation of one. A student is welcome to ask the teacher's thoughts on a new idea but he/she does not need permission to create a new type of project (but he/she will need to defend whether it is an A, B, or C project). A student must be able to explain covert learning that took place while completing the activity. The student will then present the project to the class. The student will share with the class how his/her report relates to the goal of understanding the concept of free will in *The Giver*.

Alternative Book Report Rubric	
A	<ul style="list-style-type: none"> • 1 A project, 2 B projects, 1 B project and 2 C projects, or 4 C projects • Student is able to clearly explain covert learning • Effort is evident • Creativity is evident •
B	<ul style="list-style-type: none"> • 1 B project or 2 C projects • Student is able to clearly explain covert learning • Effort is evident • Creativity is evident
C	<ul style="list-style-type: none"> • 1 C project • Student is able to clearly explain covert learning • Effort is evident • Creativity is evident
D	<ul style="list-style-type: none"> • Did any of the above without ability to explain covert learning, creativity, and effort
F	<ul style="list-style-type: none"> • Nothing is completed

Goal 2: Students will examine their right to free will as stated in the "Bill of Rights" and compare these rights to those of other countries through interpreting constitutional language and exploring other countries' constitutions.

A. Interpreting the Bill of Rights

Legal language is often difficult to understand. The student will translate the Bill of Rights from legalese into common English that an even Elementary School student can understand. The assignment is graded out of 20 for completion and understanding, which is illustrated through correct interpretation and simple wording. Each bill will be graded on the following rubric.

Bill # _____	
Completion	Bill is rewritten
Understanding	Simple language is used Bill keeps its original meaning

B. Applying History to the Bill of Rights (Group Project)

Students will be split into eleven groups. Ten of the groups will be assigned one of the “Bill of Rights” which they will research on the history of its creation and Supreme Court cases that have revolved around its Bill. The eleventh group will be responsible for providing a definition of amendment and describe how the amending process works. The eleventh group should also give examples of some amendments to the Bill of Rights. These projects will be presented with either a PowerPoint, a display board or another approved idea (to get it approved talk to or e-mail the teacher). Students will also complete a peer and self-evaluation in paragraph form giving each member between 1 and 10 points. The average of these will count for 25% of each student’s grade.

Bill of Rights Group Assignment Rubric					
	5	4	3	2	1
Bill/Amendment Meaning	Original, clear and easy to understand	Original and clear	Quoted from a resource	Difficult to understand	None Provided
History of Bill/Amendment Process	Well-researched, cites reputable sources, includes full history/process	Cites sources, includes full history/process	Does not cite sources, includes some of the history/process	Does not cite sources, includes little of the history/process	None Provided
Supreme Court Cases/ Amendment Examples	Well-researched, cites reputable sources, includes three cases/examples	Cites sources, includes two cases/examples	Does not cite sources, includes one case/example	Does not cite sources, includes irrelevant example	None Provided
Presentation Materials (e.c. for creating new style of presentation)	Well-organized, little to no grammar mistakes, easy to read/see	Well-organized, a few grammar mistakes, easy to read/see	Organized, several grammar mistakes, difficult to read some	Not organized, several grammar mistakes, difficult to	None Provided

	pictures	pictures	portions	read everything	
Presenters	Well-prepared, well-spoken (volume, sentence construction, and word choice), team work evident	Prepared, not perfect but good speech, team work clear	Less prepared, good speech, not so smooth team work	Less prepared, lacking in speech performance, little to no teamwork	Not prepared
Peer and Self Evaluation	Convincing argument for one self's great performance, and supported by team members	Good argument for one self's good performance, and supported by most team members	Average argument for one self's great performance, and supported by some team members	Not good argument for one self's great performance, and no support from team members	Not complete d

Total __/30

C. Foreign Countries' Constitutions (Individual Paper)

Each student will be allowed to choose a country to study. The choices will be made with a lottery in which students pick a number from a hat. The students will research the Constitution of the country of choice in search of the freedoms it provides. There will be four sections to the paper:

1. Direct quotes from the country's Constitution that deal with freedom or lack thereof
2. Quotes converted into common English
3. Comparison and contrast to United States "Bill of Rights"
4. Write a story about how your life would change/be if you lived by the foreign country's Constitution

Foreign Constitutions Rubric					
	8	6	4	2	0
Quotes	5 applicable quotes	4 applicable quotes	3 applicable quotes	2 applicable quotes	1 applicable quote
Conversion	Complete and easy to understand all 5	Complete and easy to understand most	Almost all complete but too complicated to understand most	Only one complete but too complicated to understand	Not Complete
Compare/	Thorough,	Thorough,	Less	Not	Not

Contrast	with at least four points each	with at least three points each	thorough, at least two points each	thorough, one point each	Complete
Change	At last two paragraphs, clear, cohesive, little to no grammar mistakes	At last two paragraphs, clear, cohesive, some grammar mistakes	At last one paragraph, clear, cohesive, many grammar mistakes	At last one paragraph, clear, not cohesive, many grammar mistakes	Not Complete

Total __/32

Goal 3: Students will understand the terms utopia and dystopia and apply the definition to discussion and writing activities within several texts.

A. Short Story Readings (Group Activity)

“The Garden of Time” by J.G. Ballard

“Bad Day in Utopia” by Scott Thompson

“The Pain Peddlers” by Robert Silverberg

“The Great Good Place” by Henry James

“The Lottery” by Shirley Jackson

“The Country of the Blind” by H.G. Wells

Each group will be assigned to a short story which they will read and qualify the story as a dystopia or utopia. The group will make a list of reasons to support its claim. Then each student will write his/her own essay based on the evidence the group as gathered.

Short Stories Essay Rubric	
A	<ul style="list-style-type: none"> • Notes from group discussion • Clear, cohesive, and complete • Good word choice • Sound reasoning behind classification • Uses several examples from the story for reasoning
B	<ul style="list-style-type: none"> • Notes from group discussion • Clear, cohesive, and complete • Decent word choice • Sound reasoning behind classification • Uses some examples from the story for reasoning
C	<ul style="list-style-type: none"> • Notes from group discussion • Clear, cohesive, and complete • Poor word choice • Reasoning behind classification but not very sound • Uses one example from the story for reasoning
D	<ul style="list-style-type: none"> • No notes from group discussion • Clear, not cohesive, and complete • Poor word choice • Little to no reasoning behind classification

	<ul style="list-style-type: none"> • Uses no examples from the story for reasoning
F	<ul style="list-style-type: none"> • None of the above are completed adequately

Goal 4: Students will apply the concept of free will to their own lives by creating their own life and career goals based on their new understanding.

A. “My Own Free Will” Project (Individual)

Now that the students know that they have the right to be anything and do anything they please, they are going to make a plan. The student is to research his/her ideal career. Then the student will search for the college of his/her choice. The student will then create a timeline of him/her reaching this career goal. The student will compile all of the information and the reasoning behind his/her choices into a concise presentation which he/she presents with any medium he/she chooses.

“My Own Free Will” Project Rubric					
	10	8	6	4	2
Research on Career	At least four reputable sources	At least three reputable sources	At least two reputable sources	At least one reputable source	No reputable sources
Research College (e.c. for calling admissions and asking questions)	College website, school rankings according to Newsweek, and at least two other reputable sources	College website, school rankings according to Newsweek, and at least one other reputable source	College website, school rankings according to Newsweek, and no other reputable sources	College website or school rankings according to Newsweek	No sources
Timeline	Includes college and career plus at least five other occurrences	Includes college and career plus at least four other occurrences	Includes college and career plus at least three other occurrences	Includes college and career plus at least two other occurrences	Includes college and career plus at least one other occurrence
Reasoning	Included	N/A	N/A	N/A	Not included
Presentation	Creative, informative, personal, prepared, and visual appealing	At least four of the criteria given for a 5	At least three of the criteria given for a 5	At least two of the criteria given for a 5	At least one of the criteria given for a 5

Total ___/50

August 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23 First Day of School- Go over classroom policies	24 Unit begins- Introductory Activity	25 - Quick Write - Discussion - Interpreting Bill of Rights Activity	26 - Media Literacy Lesson - Explain Bill or Rights Group Activity - Begin Activity (Due 8/31)	27 - Chapter 1-5 Color marking Due- reviewed by teacher - Socratic Circle - Work with group	28
29	30 - Quick Write - Library Day - Work with group	31 - Group Presentation: 3 to 5 minutes per group				

September 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 -Evaluations Due -Quick Write - Explain Foreign Constitution Assignment - Choosing Countries	2 - Library Day: Research for Foreign Constitution Paper	3 - Chapter 6-10 Color marking Due-reviewed by teacher - Quick Write -Mini-lesson: Craft of Questioning - Socratic Circle	4
5	6 Labor Day	7- Foreign Constitution Paper Due - Quick Write - Lesson and Discussion on Dystopia and Utopia	8 - Short Story Readings in Groups - Small group discussions on readings	9 - In computer lab- Essay writing - Writer's workshop	10 - Chapter 11-15 Color marking Due-reviewed by teacher - Quick Write - Socratic Circle	11
12	13 - Short Story Essay is Due - Quick Write - Discussion about Short Stories	14 - Discussion about how free will applies to their lives - Overview of "My Own Free Will" Project	15 - Library and Computer Lab: Research for Project	16 - Library and Computer Lab: Research for Project	17 - Chapter 16-20 Color marking Due-reviewed by teacher - Quick Write - Socratic Circle - Pick presentation dates	18
19	20 - Presentations Begin	21 - Presentations Finish	22 - Chapter 21-23 Read- Color marking reviewed by teacher - Socratic Circle	23 - Introduce Alternative Book Reports	24 - Quick Write - Socratic Circle - Choose order of presentations	25
26	27 - ABR Presentations Begin	28 - ABR Presentations continue	29 - ABR Presentations Continue	30 - ABR Presentations Finish	1 - In class writing: Reflection	

Lesson Title: Introductory Activity**Date/Sequence/Duration: Tuesday, August 24, 2010/50 minutes**

1. Lesson Overview: The students will be introduced to the Culminating Text, *The Giver*. The student will also receive an overview of the entire free will unit.
2. Lesson Rationale: This is the beginning of these students first year in high school and time for them to realize their own autonomy in life. The first lesson will help them to infer about free will in *The Giver* and learn all that is expected of them in this unit.
3. Lesson Objectives:
 - Students will examine four scenarios and explain how they would react in each.
 - Students will infer the themes of the novel based on the class discussion of the four scenarios.
 - Students will explore the syllabus with the guidance of the teacher and ask any clarifying questions.
4. Sunshine State Standards:
 - LA.910.2.1.4: The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
 - LA.910.2.2.1: The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
 - LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
 - LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
 - LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
5. Instructional Resources and Lesson Materials Needed:
 - The Giver* by Lois Lowry
 - Paper
 - Pencil
6. Lesson Sequence:
 - **Introduction/Lead-in/ Focus:**

1. As students are entering the room they will draw a piece of paper from a hat. Students will then sit in groups based on the color of the piece of paper. There will be four groups total.
2. The teacher will give each group of students a scenario. There should be enough copies of the scenario so that each member of the small group can receive one of their designated scenario.
3. Students will read the scenario and do a quick write answering two questions: How would you react to the situation and why? What would be your next step and why?

- **Explicit Instruction:**

- 1) Intro Activity
- 2) After students complete their own quick-write, then they will discuss their answers in small groups.
- 3) Then each group will elect one speaker to share the scenario and group's ideas with the class.
- 4) A class discussion will be held based on how the four scenarios relate.
- 5) The teacher will present a series of questions that lead students to a discussion of the novel and its main themes.
- 6) To wrap-up the day, the teacher will pass out the unit syllabus, go over the document, and answer any questions.

7. Assessment and Assessment Criteria:

Participation in quick write and group discussion

8. Lesson Plan Extensions and Modification Ideas

The lesson plan could include more characters/scenarios.

Four Scenarios:

Jonas: Imagine that you are a twelve-year-old whose future has just been determined by someone else. Fortunately the position is of the highest honor. As you are being trained, you realize that your new job requires you to take the burden of hundreds of years of the society's history.

The Giver: Imagine that you have spent your whole life holding the burdens of an entire society. You are now able to pass this off to a twelve-year-old in a series of memories that resemble a rollercoaster ride of extreme pain and bliss.

Rosemary: Imagine that your father has received one of the highest honors in the community and now it is your turn to follow in his footsteps. As you begin your training, you discover that you are entering into a life of loneliness and pain.

The Chief Elder: Imagine that you are the most powerful man in a society in which the government determines the fate of all people with the guidance of only a few.

Lesson Title: The United States Bill of Rights

Date/Sequence/Duration: Wednesday, August 25, 2010/50 minutes

9. Lesson Overview: The day will begin with a Quick Write assignment. Another assignment will have students explore the Bill of Rights which lists their freedoms. Students will convert the language from legalese to common language so that anyone can understand them.
10. Lesson Rationale: A Quick Write is a way to ensure that students are doing some type of writing, and it is often less stressful because it is not graded for grammar or content, so it often produces excellent thoughts. This lesson is used to teach students about their own rights which are outlined in the Bill of Rights. It will be the job of the students to interpret them by transforming the Rights into common language. It also fulfills unit goal #2: Students will examine their right to free will as stated in the “Bill of Rights” and compare these rights to those of other countries through interpreting constitutional language and exploring other countries’ constitutions.
11. Lesson Objectives:
 - Students will discuss where their rights come from.
 - Students will convert the Bill of Rights into common language showing their interpretation of them.

Pre-Production and Early Production: Students will work with a partner and draw pictures for each Right based on the student’s conversion.

Speech Emergence: Students will work with a partner to convert the Bill of Rights into common language.

Intermediate Fluency: Students will have the same objectives as mainstream.

12. Sunshine State Standards:
 - LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
 - LA.910.2.1.9: The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
 - LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;
 - LA.910.1.6.3: The student will use context clues to determine meanings of unfamiliar words;
 - LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm

complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

13. Instructional Resources and Lesson Materials Needed:

Copy of the Bill of Rights

Dictionary

Additional Paper

Pencil

*Additional Materials for ESOL students if necessary

Translation Dictionary for all ESOL levels

Crayons, Markers, or Color Pencils for Pre-Production or Early Production

14. Lesson Sequence (include approximate times for each segment):

- **Introduction/Lead-in/ Focus:**

Quick Write (10 minutes): “The best government is the one that governs the least.”

—Henry Thoreau

Explain why you agree or disagree with this statement.

Do you think you live in a country that agrees with this statement?

Do you know any countries that agree with this statement and if so how does it?

- **Explicit Instruction:**

1) The teacher will begin by asking each question to the class and invoking discussion (10 minutes). Additional questions will also be asked:

How does the US government govern its people?

Is there a particular place that a person can find his/her rights?

What rights does every citizen have?

- Pre-Production and Early Production: Can write in either L1 or L2 and can use images to express his/her point.
- Speech Emergence: Can write in either L1 or L2 or simply share his/her idea during discussion.
- Intermediate Fluency: Same as mainstream students.

2) Explain to the students that we are discussing this because it is necessary to know to what extent they have free will according to their own government. The best way for Americans to discover this is by

exploring their very own Rights as stated by the Constitution and the most basic form is in the Bill of Rights (2 – 3 minutes).

3) The teacher will then explain the activity (2 – 3 minutes).

Legal language is often difficult to understand. The student will translate the Bill of Rights from legalese into common English that even an Elementary School student could understand. The student can use the dictionary.

- Pre-Production and Early Production: Students will work with a partner and draw pictures for each Right based on the student's conversion.
- Speech Emergence: Students will work with a partner to convert the Bill of Rights into common language.
- Intermediate Fluency: Students will have the same objectives as mainstream.

4) The teacher will then lead a guided practice for the First Amendment in the Bill of Rights. The teacher will ask for a student to be the recorder of the information on the white board (2 – 3 minutes).

5) The remainder of the class period will be for the assignment. The teacher will walk around to assess progress and answer any questions. (Remaining 21 – 24 minutes)

6) If students are not able to finish in class then the assignment is homework and will be due the next day.

15. Assessment and Assessment Criteria:

Participation.

Quick Write will be evaluated at the end of the unit.

The assignment is graded out of 20 for completion and understanding, which is illustrated through correct interpretation and simple wording. Each bill will be graded on the following rubric.

Bill #__	
Completion	Bill is rewritten/well-drawn for ESOL Levels 1 and 2
Understanding	Simple language is used Bill keeps its original meaning

16. Lesson Plan Extensions and Modification Ideas

The lesson plan can be extended to include more than just the first 10 Amendments. Each student could be assignment just one bill to due during the class period and then all could be combined into a handout.

Lesson Title: Media Literacy and Introduction to Applying History to the Bill of Rights Activity

Date/Sequence/Duration: Thursday, August 26, 2010/50 minutes

1. Lesson Overview: This lesson will teach students how to examine media sources critically through speaking, listening, writing and reading.
2. Lesson Rationale: In a world that has a constant influx of media sources, information is rapidly changing and it is necessary to teach our students how to critically assess this information. “Students should be able to identify techniques used to manipulate their beliefs.” (Burke 341) It is important for students to understand that sometimes things that seem to be reliable are not. This can be done by having the students “asking what the text’s author is attempting to accomplish, evaluating how they are doing that, and determining the extent to which they succeed—and why.” (Burke 337) In order for students to truly understand the manipulative sources “Not only should they be taught how to read but also how to create and manipulate such information themselves.” (Burke 344) For this unit, this day’s lesson will help students in writing papers that are more reliable. This will help students attain unit goals #2 and #4 because it will make them better researchers.
3. Lesson Objectives:
Upon successful completion of the lesson, students will be able to:
 - Make predictions about the validity of a media source
 - Think critically about the credibility of a media source
 - Form and express their own opinions in a group setting
 - Create their own story using the manipulative techniques often found in popular media sources
 - Demonstrate use of speaking, listening, writing and reading skills

Pre-Production (PP) and Early Production (EP): be engaged by actively listening to other students and taking notes in L1 or L2
 Speech Emergence (SE): summarize the group’s discussion
 Intermediate Fluency (IF): Same Objectives
4. Sunshine State Standards:
 LA.1112.6.2.2: The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;
 LA.1112.5.2.4: The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and

LA.1112.5.2.1: The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;

5. Instructional Resources and Lesson Materials Needed:

- Three news scenarios
- One news article (Copies for every student)

6. Lesson Sequence (include approximate times for each segment):

- **Introduction/Lead-in/ Focus:**

Ask the class for 3 volunteers. Each volunteer reads a scenario to the class, one of which is true. Each person will decide which scenarios he/she thinks is true. Then the teachers will poll the class and write the number of votes for each scenario on the board. Students will then volunteer to share their reasoning for their decision. Students will then be asked to vote again based on the reasoning heard from others. Teachers will then tell the students what the real scenario was and ask them to share their reactions to the correct answer. Teachers will wrap-up activity by explaining to students that it is necessary to get many opinions and sources to draw a conclusion. (10 minutes)

- **Explicit Instruction:**

- 1) PowerPoint presentation about media literacy (5 minutes)
- 2) Have students read an article in groups and make two lists: (10 minutes)
 - a. Techniques that author uses to be convincing (as many ideas as people in your group)
 - b. Information necessary to decide if author is credible
- 3) Stand and Share Activity: (5 minutes)
 - a. Each group member is assigned to one of the techniques by his/her group members to share with the class
 - b. All students stand
 - c. One student begins by sharing his/her one assigned technique
 - d. If other students in the room also were assigned this technique , they sit down
 - e. This continues until everyone is sitting down
(The teacher will be making a list of the techniques at the front of the room.)
- 4) Organized open discussion about credibility list (2 – 3 minutes)
- 5) Teacher explains Burke's ideas about credibility (2 – 3 minutes)
- 6) Teacher will connect the topic of credibility and validity to explain the next activity that students will be working on in groups. (2 – 3 minutes)

Students will be split into eleven groups. Ten of the groups will be assigned one of the “Bill of Rights” which they will research on the history of its creation and Supreme Court cases that have revolved around its Bill. The eleventh group will be responsible for providing a definition of amendment and describe how the amending process works. The eleventh group should also give examples of some amendments to the Bill of Rights. These projects will be presented in 3 to 5 minutes with a PowerPoint, a display board or another approved idea (to get it approved talk to or e-mail the teacher). Students will also complete a peer and self-evaluation in paragraph form giving each member between 1 and 10 points. The average of these will count for 1/6 of each student’s grade.

- 7) The remainder of the class period can be used for groups to divide up the tasks to be done for homework. (21 – 24 minutes)

Pre-Production (PP) and Early Production (EP): Be engaged by actively listening to other students and taking notes in L1 or L2

Speech Emergence (SE): Take notes on the group’s discussion and share when comfortable

Intermediate Fluency (IF): Same as mainstream

Assessment and Assessment Criteria:

Today is a participation grade. Students will also begin assessing their peers’ performances.

7. Lesson Plan Extensions and Modification Ideas

The lesson plan can be extended to include more types of sources, such as television or magazines.

Lesson Title: Socratic Circle and Group Work Time

Date/Sequence/Duration: Friday, August 27, 2010/50 minutes

1. Lesson Overview: The first set of reading (Chapter 1 – 5) will be due to the teacher. The teacher will begin the class with a quick write while the teacher scans the color marking. The teacher will then allow the students to share any difficulties with the color marking or ask any questions. The first Socratic Circle will then take place.
2. Lesson Rationale: A Quick Write is a way to ensure that students are doing some type of writing, and it is often less stressful because it is not graded for grammar or content, so it often produces excellent thoughts. Burke considers negotiation one of the four components of effective teaching and learning. One of the ways that he says this happens in an English class is through “a Socratic Seminar or literature circle in which [students] work with each other to negotiate topics and responsibilities, as well as conclusions” (19). This helps the student to reach unit goals #1 and #2.
3. Lesson Objectives:
 - Students will complete their first Socratic Seminar.
 - Students will participate in an informal discussion while being respectful of other’s ideas.
 - Students will extend comprehension of the text by questioning, discussing, interpreting, synthesizing, and evaluating. (Edge)

Pre-Production and Early Production: Students will remain attentive.

Speech Emergence: Students will speak when comfortable.

Intermediate Fluency: Same as mainstream.

4. Sunshine State Standards:
 - LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
 - LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
 - LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
5. Instructional Resources and Lesson Materials Needed:
 - The Giver* text
 - Sample Socratic Circles Rubric

6. Lesson Sequence (include approximate times for each segment):

- **Introduction/Lead-in/ Focus:** (10 minutes)
 Students will place their novels on the teachers desk as they enter the room.
 The class will begin with a Quick Write:
 “Society knows perfectly well how to kill a man and has methods more subtle than death”- Andre Gide
 What do you think this quote means?
 What are the more subtle methods?
 How do you think this relates to our society?
 How do you think this relates to the society in *The Giver*?
 A few students will then volunteer to share their Quick Writes.
- **Explicit Instruction:**
 Steps 1 through 16 were taken or adapted from Christi Edge’s Lesson Plan titled “Extending Meaning on Mango Street: Using Socratic Circles for Reflective Thinking”
Introductory Discussion: (5 minutes)
 1) Ask students if they know **WHAT** Socratic Circles are. What images or associations come to mind? What do you think a Socratic circle is *not*?
 What it is: A Socratic circle (or Socratic seminar) is “an exploratory conversation centered on a text.”
 Ask students **WHY** they think we might engage in Socratic Circles.
 The purpose of a Socratic discussion is to discover one’s own answers, to discover new meanings, and to increase understanding.
 2) Distinguish between Socratic circles and “typical” discussions, literature circles, and fishbowl discussions.
 3) Briefly explain **HOW** to participate in a Socratic Circle.
Model a Socratic Circle: (10 minutes)
 4) Tell the students to act as the outer circle (listen to what is said and how it is said, and think of comments you may say in return) while the teacher talks through the answer to an essential question: What effects do Socratic seminars have on a student’s ability to think independently? And how do they do so?
 5) Ask students to share their thoughts on what was said, how it was said and add any additional comments to the topic.
 6) Switch roles and have students answer a follow-up question: What are some other effective ways to secure the same independent thought and why are they effective?
 7) The teacher does the same as the students did in step 8.
 8) The teacher opens the floor for any questions about the activity.
Independent Practice: (20 minutes)

- 9) Place the chairs in a formation in which half of the class is in an inside circle with an outside circle surrounding it.
- 10) The teacher will read excerpts of the first four pages of the novel that deal with language.
- 11) Then the teacher proposes an essential question for the inner circle as the outer circle listens. Essential Question #1: Compare and contrast the importance of precise language between Jonas' society and ours.
- 12) The outer circle will comment on what was said and how it was said.
- 13) The inner circle and outer circle will switch places.
- 14) The new inner circle will answer another essential question that can act as a follow-up to the first. Essential Question #2: What does the precision of something like language tell you about the society as a whole?
- 15) The outer circle will comment on what was said and how it was said.
- 16) Students can use the last 5 minutes of class to catch-up with their groups for the Applying History to the Bill of Rights Activity.

7. Assessment and Assessment Criteria:

Quick Writes will be evaluated at the end of the unit.

Socratic Circles Rubric						
Rating	Read the Text	Engaged in discussion	Supports ideas with references from text	Uses sound reasoning and questioning	Accepts more than one point of view	Listens and respects others
3	Remarks reveal a critical reading of the text with preparation.	Demonstrates active participation throughout circle time.	Makes specific references to text and defends ideas regularly.	Questions to others are thoughtful, logical, and contribute to the group's discussion.	Accepts other points of view.	Comments reflect active listening and respect for others.
2	Remarks reveal a reading of the text, but ideas seem incomplete.	Demonstrates active participation in at least 50% of the circle time.	Makes references to text and defends ideas only when challenged.	Questions and comments are logical, but lack momentum to move forward.	Acknowledges other points of view, but does not use them to expand meaning.	Generally listens, but is not attentive to details.
1	Remarks suggest text was	Some participation, but off-	Makes no references to text or	Remarks are difficult to	Does not accept other points of	Inattentive.

	not read.	task for a majority of circle time.	does not defend ideas.	understand or no remarks are made.	view.	
--	-----------	-------------------------------------	------------------------	------------------------------------	-------	--

http://forpd.ucf.edu/strategies/socratic_circle_rubric.pdf

8. Lesson Plan Extensions and Modification Ideas

The lesson plan can be done with many different passages and questions. Students could be required to create questions on their own as the quick-write activity.

Lesson Title: Quick Write and Group Work Day

Date/Sequence/Duration: Monday, August 30, 2010/50 minutes

1. Lesson Overview: The day will begin with a Quick Write and then the remainder of the period can be used in the library/computer lab to work on the Applying History to the Bill or Rights Activity with student groups. The librarian will give the students a brief description of all the library has to offer to students.
2. Lesson Rationale: A Quick Write is a way to ensure that students are doing some type of writing, and it is often less stressful because it is not graded for grammar or content, so it often produces excellent thoughts. Considering that these students are in the 9th grade and do not yet have cars, it is difficult for many of them to find time outside of school to work on group projects. Having students work together in class is also an effective way for a teacher to determine who works well together and who does not. Teachers can also make sure that students actually do understand the assignment and be a resource for the students. It is also important that students know what resources are available to them so they can gather from many sources. This lesson helps students reach unit goals #1 and #2.
3. Lesson Objectives:
 - Students will work in groups cooperatively to complete the task of the assignment.
 - Students will research using literature and internet resources.
4. Sunshine State Standards:
 - LA.910.5.2.2: The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
 - LA.910.5.2.5: The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).
 - LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
 - LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
 - LA.910.6.3.3: The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

- LA.910.6.4.2: The student will routinely use digital tools for publication, communication and productivity.
- LA.910.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;
- LA.910.3.5.1: The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
5. Instructional Resources and Lesson Materials Needed:
 Computer Lab Access
 Library Access
 Paper
 Pencil
- *Additional Materials for ESOL students if necessary
 Translation Dictionary for all ESOL levels
6. Lesson Sequence (include approximate times for each segment):
- **Introduction/Lead-in/ Focus:** (10 Minutes)
 The class will begin with a Quick Write:
 “The virtues, like the Muses, are always seen in groups. A good principle was never found solitary in any breast.” - Buddha
 What do you think this quote means?
 How do you think this applies to an assignment you are currently doing in class?
 How do you think this relates to our society?
 How do you think this relates to the society in *The Giver*?
 A few students will then volunteer to share their Quick Writes.
 - **Explicit Instruction:**
 - 1) The teacher will announce that today is a day to work on group projects.
 - 2) The Librarian will give a brief overview of all of the resources that students have available to them in the library, including the resources on the computer. (5 minutes)
 - 3) Students will work with their groups the remainder of the class period. (35 minutes)
7. Assessment and Assessment Criteria:
 Today’s lesson is part of their participation grade and peers will be evaluating. Quick Write will be evaluated at the end of the unit.
8. Lesson Plan Extensions and Modification Ideas
 This lesson could require students to split up tasks.

Lesson Title: Applying History to the Bill of Rights Group Presentations

Date/Sequence/Duration: Tuesday, August 31, 2010/50 minutes

1. Lesson Overview: Today's class period will be used to do presentations.
2. Lesson Rationale: Speaking is one of the five core concepts for English. Presentations are one way to get students to practice their speaking skills. This presentation requires students to have a visual aid which can often help to guide the presentation and also keep students' attention. Presenting also gives students a feeling of autonomy and power because they are the ones who have control of the classroom and are experts on the topic. These presentations also help students reach unit goal #2.
3. Lesson Objectives:
 - Students will work in groups cooperatively to complete the task of the assignment.
 - Students will share their findings with the class in the form of a brief well-organized presentation.
 - Students will evaluate themselves and others based on a rubric.

Pre-Production and Early Production: Students are not required to present.

Speech Emergence: Students will take some part in presenting.

Intermediate Fluency: Students will have the same objectives as mainstream.

4. Sunshine State Standards:
 - LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in
 - LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
 - LA.910.6.3.3: The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.
 - LA.910.6.4.2: The student will routinely use digital tools for publication, communication and productivity.
 - LA.910.3.5.1: The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);
 - SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
 - SS.912.C.2.7: Explain why rights have limits and are not absolute.
5. Instructional Resources and Lesson Materials Needed:
 - Copy of the Bill of Rights
 - Additional Paper

Pencil

6. Lesson Sequence (include approximate times for each segment):

- **Introduction/Lead-in/ Focus:**

Students are to come in immediately and get their presentations set-up. If a student has a PowerPoint then he/she should put it on the computer before the bell rings.

- **Explicit Instruction:**

- 1) The group with the Amending Process will present first
- 2) After that, each group will present in the order of their Bill/Amendment (e.g. Amendment 1 present first then Amendment 2, and so on).
- 3) Presentations should be 3 minutes with 1 – 2 minutes for question and answer.
- 4) At the end of class the teacher will remind students of the self and peer evaluations that are due the following day.

7. Assessment and Assessment Criteria:

Bill of Rights Group Assignment Rubric					
	5	4	3	2	1
Bill/Amendment Meaning	Original, clear and easy to understand	Original and clear	Quoted from a resource	Difficult to understand	None Provided
History of Bill/Amendment Process	Well-researched, cites reputable sources, includes full history/process	Cites sources, includes full history/process	Does not cite sources, includes some of the history/process	Does not cite sources, includes little of the history/process	None Provided
Supreme Court Cases/ Amendment Examples	Well-researched, cites reputable sources, includes three cases/examples	Cites sources, includes two cases/examples	Does not cite sources, includes one case/example	Does not cite sources, includes irrelevant example	None Provided
Presentation Materials (e.c. for creating new style of presentation)	Well-organized, little to no grammar mistakes, easy to read/see pictures	Well-organized, a few grammar mistakes, easy to read/see pictures	Organized, several grammar mistakes, difficult to read some portions	Not organized, several grammar mistakes, difficult to read everything	None Provided
Presenters	Well-prepared,	Prepared, not	Less	Less prepared,	Not

	well-spoken (volume, sentence construction, and word choice), team work evident	perfect but good speech, team work clear	prepared, good speech, not so smooth team work	lacking in speech performance, little to no teamwork	prepared
Peer and Self Evaluation	Convincing argument for one self's great performance, and supported by team members	Good argument for one self's good performance, and supported by most team members	Average argument for one self's great performance , and supported by some team members	Not good argument for one self's great performance, and no support from team members	Not complete d

Total __/30

8. Lesson Plan Extensions and Modification Ideas

Groups could have been larger and been assigned more than one Bill/Amendment so that there would be less transitions on presentation day.

Lesson Title: Foreign Countries' Constitutions

Date/Sequence/Duration: Wednesday, September 1, 2010/50 minutes

1. Lesson Overview: Today's lesson will begin with a Quick Write and a discussion will transition into the introduction of an activity which will require students to explore the Constitutions of other countries.
2. Lesson Rationale: A Quick Write is a way to ensure that students are doing some type of writing, and it is often less stressful because it is not graded for grammar or content, so it often produces excellent thoughts. Often understanding one's own place in life requires him/her to compare to the lives' of others. The discussion will help the student to put his/her rights in perspective with other nations. The assignment introduction will help the student to be more successful in his/her research and execution. This activity will help students reach unit goals #1 and #2.
3. Lesson Objectives:
 - Students will actively engage in a discussion about their rights and the rights of others.
 - Students will explore the website that will be used in the next assignment.

The first three levels of ESOL students will be active listeners and only share when he/she feels comfortable.

4. Sunshine State Standards:
 - LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
 - LA.910.6.4.1: The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
5. Instructional Resources and Lesson Materials Needed:
 - Internet
 - *Additional Materials for ESOL students if necessary
Translating Dictionary/Device

6. Lesson Sequence:
 - **Introduction/Lead-in/ Focus:** (10 minutes)
Students will place their self and peer evaluations in the appropriate bin in the back.
The class will begin with a Quick Write:
"No culture can live, if it attempts to be exclusive." – Mahatma Ghandi

What do you think Ghandi meant when he said this?

Do you agree or disagree and why?

How does this quote apply to *The Giver*?

How does this quote apply to America and Americans?

The teacher will ask for students to share.

- **Explicit Instruction:**

1) After the Quick Write the teacher will open a discussion on how students think our classroom can be more inclusive of other cultures with our current topic of free will, Government and Constitutions. (5 minutes)

2) The teacher will then lead a discussion with several questions:

(10 minutes)

What are the basic rights given to Americans by the US Constitution (drawing on previous knowledge and lessons)?

How many of you would want to delete these from the Constitution?

Why not (assuming everyone likes their rights, if not, the teacher can ask why)?

Do you think everyone in the world has the same rights?

Why not (assuming everyone likes their rights, if not, the teacher can ask why)?

What rights do you think may be different?

How could we actually find out?

3) The teacher will then ask a student to pass out the papers, explain the next activity and ask for questions. (5 minutes)

Each student will be allowed to choose a country to study.

The students will research the Constitution of the country of choice in search of the freedoms it provides.

There will be four sections to the paper:

1. Direct quotes from the country's Constitution that deal with freedom or lack thereof

2. Quotes converted into common English

3. Comparison and contrast to United States "Bill of Rights"

4. Write a story about how your life would change/be if you lived by the foreign country's Constitution

4) The teacher will then explain the lottery and it will be held (As student chooses the country, erase it from the board). (5 – 7 minutes)

Each student will draw a number from a hat. Number 1 will pick the country he/she wants to study, the Number 2 and so on until everyone has picked. The options are listed on the board and all Constitutions can be found on a website which we will explore soon.

Options: Bangladesh, Bermuda, Brazil, China, Croatia, Cuba, Denmark, Finland, France, Germany, Greece, Greenland, India, Iran, Ireland, Israel, Japan, Mexico, Morocco, New

Zealand, Pakistan, Philippines, Puerto Rico, Russia, Rwanda, South Africa, Sudan, Switzerland, Trinidad and Tobago, and The United Kingdom.

5) Teacher will use laptop and projector to walk students through the website <http://confinder.richmond.edu/confinder.html> using the United States as an example. (13 – 15 minutes)

Students can request that the teacher explore certain parts of the website or the students can come to the computer and try it.

6) Announce that the next day will be a library day to work on the assignment and that it will be due on September 7th.

Pre-Production and Early Production: Students will be informed ahead of time who they will be partnering with and their partners will know as well.

7. Assessment and Assessment Criteria:

Participation

Quick Write will be evaluated at the end of the unit.

Paper will be due on the 7th based on the following rubric:

Foreign Constitutions Rubric					
	8	6	4	2	0
Quotes	5 applicable quotes	4 applicable quotes	3 applicable quotes	2 applicable quotes	1 applicable quote
Conversion	Complete and easy to understand all 5	Complete and easy to understand most	Almost all complete but too complicated to understand most	Only one complete but too complicated to understand	Not Complete
Compare/Contrast	Thorough, with at least four points each	Thorough, with at least three points each	Less thorough, at least two points each	Not thorough, one point each	Not Complete
Change	At last two paragraphs, clear, cohesive, little to no grammar mistakes	At last two paragraphs, clear, cohesive, some grammar mistakes	At last one paragraph, clear, cohesive, many grammar mistakes	At last one paragraph, clear, not cohesive, many grammar mistakes	Not Complete

Total ___/32

8. Lesson Plan Extensions and Modification Ideas

The assignment could be done in groups. Depending on the comments that students make, not all of the questions may need to be asked.

Lesson Title: Quick Write and Research Day

Date/Sequence/Duration: Thursday, September 2, 2010/50 minutes

1. Lesson Overview: Students will meet in the computer lab. There will be an overview of the graphic organizer. The remainder of the period can be used in the library/computer lab to work on the Foreign Constitutions Activity.
2. Lesson Rationale: Graphic organizers are an excellent way to use the viewing strand of teaching English. “Organizers invite examination of structure and relationships” (Burke 250). Often students need modeling activities to understand an individual graphic because they come in so many shapes and sizes. While this is not a group activity, it is one that absolutely requires the internet because the Constitutions are difficult to find in a library but are on the website provided by the teacher. Many students do not have access to a computer outside of school and do not have the ability to stay after school in the media center. This will give students the opportunity to explore their country’s Constitution on the internet and write down any important quotes so they can continue working from home. This activity also helps students reach unit goal #2.
3. Lesson Objectives:
 - Students will explore another country’s Constitution for any quotes dealing with freedom or lack thereof.
 - Students will convert these quotes into common English.
 - Students will use a graphic organizer as a planning strategy for compare/contrast paper.
 - Students will write a compare/contrast paper.
 - Students will write a narrative which explores how their lives would be in a different country.

Pre-Production: Students will work with a partner on this assignment and only turn in one copy.

Early Production: Students will work with a partner but turn-in his/her own graphic organizer and a narrative of a few sentences.

Speech Emergence: Students will be required to find one or two quotes, complete the graphic organizer, write at least one paragraph comparing and contrasting, and write a narrative in at least one paragraph.

Intermediate Fluency: Students will be required to meet the same objectives as mainstream students.

4. Sunshine State Standards:
 - LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;
 - LA.910.1.6.3: The student will use context clues to determine meanings of unfamiliar words;

- LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
- LA.910.1.7.7: The student will compare and contrast elements in multiple texts; and
- LA.910.2.1.9: The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and
- LA.910.3.1.3: The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.910.4.1.1: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and
5. Instructional Resources and Lesson Materials Needed:
 Computer Lab Access
 Library Access
 Paper
 Pencil
- *Additional Materials for ESOL students if necessary
 Translation Dictionary for all ESOL levels
6. Lesson Sequence:

- **Introduction/Lead-in/ Focus:** (10 Minutes)

- **Guided Practice:**

- The teacher will draw a large version of the new compare/contrast graphic organizer on the white board. The teacher will initiate an open discussion on the similarities and differences between Skittles and M & Ms. The teacher will ask students where he/she should write the words Skittles and M & Ms. Then the compare/contrast will begin and each student who volunteers an answer must write it in the appropriate place on the board. The teacher will offer any assistance that is necessary. When the discussion has finished, the teacher will ask for any questions.

- **Explicit Instruction:**

- 1) After the introductory activity, the teacher will remind the students that they are to be working on their Foreign Constitutions Assignment. The teacher will also write the website/url on the board.
- 2) Students will work on the assignment the remainder of the class period. (40 minutes)

7. Assessment and Assessment Criteria:
Participation

8. Lesson Plan Extensions and Modification Ideas
Sometimes students may need to be put at certain computers instead of being able to sit wherever they want.

Lesson Title: The Craft of Questioning and A Socratic Circle

Date/Sequence/Duration: Friday, September 3, 2010/50 minutes

1. Lesson Overview: The second set of reading (Chapter 6 – 10) will be due to the teacher. The teacher will begin the class with a quick write while the teacher scans the color marking. The teacher will then allow the students to share any difficulties with the color marking or ask any questions. The teacher will introduce different types of questions and allow the students to create some of their own. One of these questions will act as the lead for a second Socratic Circle.
2. Lesson Rationale: A Quick Write is a way to ensure that students are doing some type of writing, and it is often less stressful because it is not graded for grammar or content, so it often produces excellent thoughts. Construction is one of Burke's four components of effective teaching and learning. "In the English class, we make various texts in different styles using a range of media to make meaning and, at the same time, demonstrate understanding" (16). Often teachers are leading students to the correct answers through questions, so if students are the ones creating the questions they are completely constructing and demonstrating their own knowledge. Negotiation is another component. One of the ways that he says this happens in an English class is through "a Socratic Seminar or literature circle in which [students] work with each other to negotiate topics and responsibilities, as well as conclusions" (19). This lesson helps students reach unit goal #1.
3. Lesson Objectives:
 - Students will complete their second Socratic Seminar.
 - Students will create their own text, reader, world or other literature, and dense questions.
 - Students will participate in an informal discussion while being respectful of other's ideas.
 - Students will extend comprehension of the text by questioning, discussing, interpreting, synthesizing, and evaluating. (Edge)

Pre-Production and Early Production: Students will remain attentive.

Speech Emergence: Students will speak when comfortable.

Intermediate Fluency: Same as mainstream.

4. Sunshine State Standards:
 LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;

LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

5. Instructional Resources and Lesson Materials Needed:

The Giver text

(Will get next three from Edge before this lesson is taught)

Three Types of Questions handout

“Test” for Determining Types of Questions handout

Guided Practice for Types of Questions handout

6. Lesson Sequence (include approximate times for each segment):

- **Introduction/Lead-in/ Focus:** (10 minutes)
Students will place their novels on the teacher’s desk as they enter the room.
The class will begin with a Quick Write:
“Free will is an illusion. People always choose the perceived path of greatest pleasure.” – Scott Adams
What do you think this quote means?
Do you agree or disagree with this statement?
Do you think you base your decisions on how pleasurable the result will be?
How do you think this relates to the society in *The Giver*?
A few students will then volunteer to share their Quick Writes.
- **Explicit Instruction:** (15 minutes)
The first part of the lesson will include “The Craft of Questioning” PowerPoint adapted from Christi Edge.
1) The teacher will begin the lesson by reading students a series of questions about *The Giver* and asking students if they seem like good questions. Why or why not?
2) Then the teacher will then explain the five types of bas questions reflecting back on the examples and the students’ ideas about them.
3) The teacher will then have the students take the “Bad Questions Quiz”
4) The teacher will then teach a mini-lesson about types of good questions and share examples created by the teacher from “The Road Not Taken” by Robert Frost. Modeling is involved as the teacher explains the process that he/she used to create the question.
Independent Practice: (5 minutes)
5) Students will then create their own shaded or dense questions from a passage of their choice in Chapters 6 – 10.

6) Two students will volunteer to share his/her question. If the questions are shaded or dense like the instructions asked, then the students' questions will begin the Socratic Circle. If not, there will be other student volunteers until there are appropriate questions.

Socratic Circle: (20 minutes) Adapted from Christi Edge's Lesson Plan titled "Extending Meaning on Mango Street: Using Socratic Circles for Reflective Thinking"

7) Place the chairs in a formation in which half of the class is in an inside circle with an outside circle surrounding it.

8) The teacher will read an excerpt and question created by a student, and the inner circle will discuss.

9) The outer circle will comment on what was said and how it was said.

10) The inner circle and outer circle will switch places.

11) The teacher will read another excerpt and question created by another student, and the new inner circle will discuss.

12) The outer circle will comment on what was said and how it was said.

7. Assessment and Assessment Criteria:

Socratic Circles Rubric						
Rating	Read the Text	Engaged in discussion	Supports ideas with references from text	Uses sound reasoning and questioning	Accepts more than one point of view	Listens and respects others
3	Remarks reveal a critical reading of the text with preparation.	Demonstrates active participation throughout circle time.	Makes specific references to text and defends ideas regularly.	Questions to others are thoughtful, logical, and contribute to the group's discussion.	Accepts other points of view.	Comments reflect active listening and respect for others.
2	Remarks reveal a reading of the text, but ideas seem incomplete.	Demonstrates active participation in at least 50% of the circle time.	Makes references to text and defends ideas only when challenged.	Questions and comments are logical, but lack momentum to move forward.	Acknowledges other points of view, but does not use them to expand meaning.	Generally listens, but is not attentive to details.
1	Remarks suggest text was	Some participation, but off-	Makes no references to text or	Remarks are difficult to	Does not accept other points of	Inattentive.

	not read.	task for a majority of circle time.	does not defend ideas.	understand or no remarks are made.	view.	
--	-----------	-------------------------------------	------------------------	------------------------------------	-------	--

http://forpd.ucf.edu/strategies/socratic_circle_rubric.pdf

8. Lesson Plan Extensions and Modification Ideas

The lesson plan can be done with many different passages and questions.

Lesson Title: Utopia and Dystopia

Date/Sequence/Duration: Tuesday, September 7, 2010/50 minutes

1. Lesson Overview: This lesson is to teach students about utopian and dystopian societies. The lesson will begin with a clip from Disney/Pixar's WALL-E that takes place on the land. Then a clip will be shown with everyone on the ship. The final video clip shown will be from the CEO of Buy N Large. Students will evaluate these clips and then the teacher will explain what a dystopia and utopia are.
2. Lesson Rationale: Utopias and Dystopias are seen constantly in literature and film. This is an excellent activity that will combine the two. WALL-E is a hook for these students because many of them enjoy Pixar movies. This activity will also teach students that there are symbols or concepts taught in literature that are also in media. For this unit, the activity will teach students about the genre which *The Giver* falls into. This activity helps students reach unit goals #1 and #3.
3. Lesson Objectives:
 - Students will evaluate scenes from the movie WALL-E and use a Venn diagram to compare and contrast them.
 - Students will categorize the scenes as a utopia or dystopia.
 - Students will discuss passages in the novel that they have seen similar issues.

Pre-Production and Early Production: Students will listen attentively.
 Speech Emergence: Student will speak when he/she feels comfortable.
 Intermediate Fluency: Same as Mainstream.

4. Sunshine State Standards:
 - LA.910.1.7.7: The student will compare and contrast elements in multiple texts; and
 - LA.910.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
 - LA.910.2.1.4: The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
 - LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
 - LA.910.6.2.2: The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;

5. Instructional Resources and Lesson Materials Needed:

Disney/Pixar's WALL-E DVD

DVD Player

TV

Venn diagram for each student and overhead copy for teacher

(<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>)

Pencil

*Additional Materials for ESOL students if necessary

Dictionary and Translation Book/Device for all ESOL students

6. Lesson Sequence:

- **Introduction/Lead-in/ Focus:** (10 minutes)

The class will begin with a Quick Write:

“To a warden, Utopia is an escape-proof jail” – Gregory Nunn

Based on this quote what do you think is the definition of the word utopia?

Based on your definition, what would be your utopian?

How do you think this relates to *The Giver*?

A few students will then volunteer to share their Quick Writes.

- **Explicit Instruction:**

1) The teacher will show the first clip when WALL-E is on Earth with nothing except a cockroach and a large amount of trash. The teacher will also show the clip when the CEO of Buy N Large is talking about how the Earth became in its current state. (5 minutes)

2) The teacher will ask for a student volunteer to write comments on the board. Then the teacher will ask students to describe what is happening in the clips. (3 – 5 minutes)

3) The teacher will show the third clip of all the people on the ship. (3 minutes)

4) The teacher will ask for another student volunteer to write comments on another part of the board. Then the teacher will ask students to describe what is happening in the third clip. (3 – 5 minutes)

5) The students will then receive a Venn diagram. As a group, the class will compare and contrast the clips. (5 minutes)

6) The teacher will then define the terms utopia (an ideally perfect place) and dystopia (an imaginary place or time that is extremely bad). Students will then categorize each clip as a dystopia or utopia. (5 minutes)

7) The teacher will pose a question: Is it easy to classify one way or the other? Follow-up question: Do many utopian societies actually seem to have some dystopian qualities? (5 minutes)

8) The teacher will then begin a discussion that applies the topic to *The Giver*. Which type of society is *The Giver*, and why? (5 minutes)

9) Students will use the last 2 – 6 minutes of class to write summary comments on the bottom of the Venn diagram worksheet.

*Adaptations for different levels of ESOL students if necessary

Pre-production: Student will use symbols or pictures to illustrate the ideas on the Venn diagram.

Early Production: Student will write in short sentences or words in either L1 or L2.

Speech Emergence: Student will write all notes in L2 and speak when comfortable in discussion.

Intermediate Fluency: Same as Mainstream.

7. Assessment and Assessment Criteria:

Participation

Venn diagram Worksheet summary notes

Quick Write will be evaluated at the end of the unit.

8. Lesson Plan Extensions and Modification Ideas

There are many movies that could have been used for this activity.

Lesson Title: Dystopian Short Stories

Date/Sequence/Duration: Wednesday, September 8, 2010/50 minutes

1. Lesson Overview: Students will explore short stories, another format of literature. All of the short stories will continue from the dystopian and utopian themes talked about in the last class period. Stories will be read in groups and a small group discussion will take place.
2. Lesson Rationale: This lesson will build on prior knowledge and allow students to have an independent practice with categorizing utopian and dystopian societies. Students will also learn how to analyze a piece of literature and support a claim with examples. This will be the students' first attempts at a piece of persuasive writing. This activity will help students reach unit goal #3.
3. Lesson Objectives:
 - Students will categorize a short story as utopian or dystopian.
 - Students will gather evidence to support their claim.
 - Students will work together in a small group discussion.
4. Sunshine State Standards:
 - LA.910.2.1.4: The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
 - LA.910.4.3.1: The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
 - LA.910.5.2.1: The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
 - LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
5. Instructional Resources and Lesson Materials Needed:
 - Copies of short stories
 - “The Garden of Time” by J.G. Ballard
 - “Bad Day in Utopia” by Scott Thompson
 - “The Great Good Place” by Henry James
 - “The Lottery” by Shirley Jackson
 - “The Country of the Blind” by H.G. Wells
 - *Additional Materials for ESOL students if necessary
 - Translated version if available
 - Audio version if available

Translation Device

6. Lesson Sequence:

- **Introduction/Lead-in/ Focus:**

Ask the students to re-cap what was discussed the day before. (5 minutes)

- **Explicit Instruction:**

1) Students will count off in sit in groups based on their number. There will be a total of five groups with one short story per group. (3 minutes)

2) The teacher will explain the assignment. (2 minutes)

Each group will be assigned to a short story which they will read and qualify the story as a dystopia or utopia. The group will make a list of reasons to support its claim. Then each student will write his/her own essay based on the evidence the group as gathered.

3) Students are to then read the story on their own, making notes along the way. (10 – 20 minutes)

4) Students then discuss the topic. (10 – 20 minutes)

5) If there is any time left after discussion, the students should begin planning for their individual essays.

6) Class will end by the teacher telling the students that the essay will be due Monday, September 13th.

Pre-Production and Early-Production: If there is an audio version available, students can use headphones to listen to it. If not, another student volunteer can read it aloud.

Speech Emergence: Student can use dictionary or translation device.

Intermediate Fluency: Same as mainstream.

7. Assessment and Assessment Criteria:

Participation in discussion

Will turn-in article with notes when final paper is turned-in

8. Lesson Plan Extensions and Modification Ideas

Many different articles could have been used.

Lesson Title: Writing Conferences

Date/Sequence/Duration: Thursday, September 9, 2010/50 minutes

1. Lesson Overview: Students will write their short story essays in the computer lab while the teacher walks around conferencing with students.
2. Lesson Rationale: There are many students who do not have access to computers outside of school so the best way to get students to complete an assignment such as a typed essay is to allow them class time to complete it. Teacher-student conferences dealing with writing can be helpful in multiple ways. Students are at one of two points in their writing: gathering or construction. If students are in the gathering stage, the teacher can “help students make some connections that might not have been apparent to them because they were unable to see them” (Burke 213). If students are in the construction stage, the “conference is particularly important to the writer but also serves as an especially helpful assessment tool for the teacher, who, through such conversations, gains insight into students’ efforts, their thinking, their writing” (Burke 214). This lesson also relates to unit goal #3: Students will understand the terms utopia and dystopia and apply the definition to discussion and writing activities within several texts. This activity will help students reach unit goal #3.
3. Lesson Objectives:
 - Students will categorize a short story as utopian or dystopian.
 - Students will gather evidence from the text to support their claim.
 - Students will write a persuasive essay which convinces the reader about the category.

Pre-Production: The student will underline phrases in the text and categorize the short story as dystopian or utopian.

Early Production: The student will underline phrases in the text and write a few sentences in the margins to categorize the story as dystopian or utopian.

Speech Emergence: The student will write a one to two paragraph essay, drawing support from the text that categorizes the short story as dystopian or utopian.

Intermediate Fluency: Same as Mainstream.

4. Sunshine State Standards:
 - LA.910.2.1.4: The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
 - LA.910.4.3.1: The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
 - LA.910.4.3.2: The student will include persuasive techniques.

5. Instructional Resources and Lesson Materials Needed:
Computers

*Additional Materials for ESOL students if necessary
Translation Device

6. Lesson Sequence:

- **Introduction/Lead-in/ Focus:**

The teacher should explain to students that he/she will be walking around to each student to find out where they are in the process and he/she is willing to aid in any way.

- **Explicit Instruction:**

- 1) Students will begin working on individual papers.
- 2) The teacher will walk around the entire period conversing with students about their writing.

*Adaptations for different levels of ESOL students if necessary

Pre-Production: The student will be underlining phrases in the text and categorize the short story as dystopian or utopian. The student can sit next to a student volunteer who can answer any questions about the text.

Early Production: The student will be underlining phrases in the text and write a few sentences in the margins to categorize the story as dystopian or utopian.

Speech Emergence: The student will be writing a one to two paragraph essay, drawing support from the text that categorizes the short story as dystopian or utopian.

Intermediate Fluency: Same as Mainstream.

7. Assessment and Assessment Criteria:

Students will turn in essays the following Monday which will be graded on the following rubric.

Short Stories Essay Rubric	
A	<ul style="list-style-type: none"> • Notes from group discussion • Clear, cohesive, and complete • Good word choice • Sound reasoning behind classification • Uses several examples from the story for reasoning
B	<ul style="list-style-type: none"> • Notes from group discussion • Clear, cohesive, and complete • Decent word choice • Sound reasoning behind classification • Uses some examples from the story for reasoning

C	<ul style="list-style-type: none"> • Notes from group discussion • Clear, cohesive, and complete • Poor word choice • Reasoning behind classification but not very sound • Uses one example from the story for reasoning
D	<ul style="list-style-type: none"> • No notes from group discussion • Clear, not cohesive, and complete • Poor word choice • Little to no reasoning behind classification • Uses no examples from the story for reasoning
F	<ul style="list-style-type: none"> • None of the above are completed adequately

*Adaptations for different levels of students if necessary

Pre-Production: Students will be graded on their underlining of the text and categorization of the short story as dystopian or utopian. Early

Production: Students will be graded on underlining of the text and the few sentences in the margins that categorize the story as dystopian or utopian.

Speech Emergence: The student will be graded on the few paragraphs, and support from the text that categorizes the short story as dystopian or utopian.

Intermediate Fluency: Same as Mainstream.

8. Lesson Plan Extensions and Modification Ideas

Lesson could involve students using outside resources or developing their own essay topic.

Lesson Title: Socratic Circle

Date/Sequence/Duration: Friday, September 10, 2010/50 minutes

1. Lesson Overview: The third set of reading (Chapters 11 – 15) will be due to the teacher. The teacher will begin the class with a quick write while the teacher scans the color marking. The teacher will then allow the students to share any difficulties with the color marking or ask any questions. The teacher will listen to questions that students created in their Quick Write as those will act as the lead for a third Socratic Circle.
2. Lesson Rationale: A Quick Write is a way to ensure that students are doing some type of writing, and it is often less stressful because it is not graded for grammar or content, so it often produces excellent thoughts. Construction is one of Burke's four components of effective teaching and learning. "In the English class, we make various texts in different styles using a range of media to make meaning and, at the same time, demonstrate understanding" (16). Often teachers are leading students to the correct answers through questions, so if students are the ones creating the questions they are completely constructing and demonstrating their own knowledge. Negotiation is another component. One of the ways that he says this happens in an English class is through "a Socratic Seminar or literature circle in which [students] work with each other to negotiate topics and responsibilities, as well as conclusions" (19). This lesson helps students reach unit goal #1.
3. Lesson Objectives:
 - Students will complete their third Socratic Seminar.
 - Students will create their own shaded or dense questions.
 - Students will participate in an informal discussion while being respectful of other's ideas.
 - Students will extend comprehension of the text by questioning, discussing, interpreting, synthesizing, and evaluating. (Edge)

Pre-Production and Early Production: Students will remain attentive.

Speech Emergence: Students will speak when comfortable.

Intermediate Fluency: Same as mainstream.

4. Sunshine State Standards:
 - LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
 - LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;

LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

5. Instructional Resources and Lesson Materials Needed:

The Giver text

6. Lesson Sequence (include approximate times for each segment):

- **Introduction/Lead-in/ Focus:** (10 minutes)
Students will place their novels on the teacher's desk as they enter the room.
The class will begin with a Quick Write:
"We really have to protect people from wrong choices." – Jonas
What does Jonas mean?
How do you think this relates to the context of *The Giver*?
Create a few dense and shaded questions around the ideas you mentioned in this Quick Write.
A few students will then volunteer to share their Quick Writes.
- **Independent Practice:**
 - 1) Four students will volunteer to share his/her question. If the questions are shaded or dense like the instructions asked, then the students' questions will begin the Socratic Circle. If not, there will be other student volunteers until there are appropriate questions.
Socratic Circle: (40 minutes) Adapted from Christi Edge's Lesson Plan titled "Extending Meaning on Mango Street: Using Socratic Circles for Reflective Thinking"
 - 2) Place the chairs in a formation in which half of the class is in an inside circle with an outside circle surrounding it.
 - 3) The teacher will read an excerpt and question created by a student, and the inner circle will discuss.
 - 4) The outer circle will comment on what was said and how it was said.
 - 5) The inner circle and outer circle will switch places.
 - 6) The teacher will read another excerpt and question created by another student, and the new inner circle will discuss.
 - 7) The outer circle will comment on what was said and how it was said.
 - 8) The circles will switch places two more times and answer two more questions.

7. Assessment and Assessment Criteria:

Socratic Circles Rubric						
Rating	Read the Text	Engaged in discussion	Supports ideas with reference	Uses sound reasoning and	Accepts more than one point of view	Listens and respects others

			s from text	questionin g		
3	Remarks reveal a critical reading of the text with preparation.	Demonstrates active participation throughout circle time.	Makes specific references to text and defends ideas regularly.	Questions to others are thoughtful, logical, and contribute to the group's discussion.	Accepts other points of view.	Comments reflect active listening and respect for others.
2	Remarks reveal a reading of the text, but ideas seem incomplete.	Demonstrates active participation in at least 50% of the circle time.	Makes references to text and defends ideas only when challenged.	Questions and comments are logical, but lack momentum to move forward.	Acknowledges other points of view, but does not use them to expand meaning.	Generally listens, but is not attentive to details.
1	Remarks suggest text was not read.	Some participation, but off-task for a majority of circle time.	Makes no references to text or does not defend ideas.	Remarks are difficult to understand or no remarks are made.	Does not accept other points of view.	Inattentive.

http://forpd.ucf.edu/strategies/socratic_circle_rubric.pdf

8. Lesson Plan Extensions and Modification Ideas

The lesson plan can be done with many different passages and questions.

Works Cited

- Burke, Jim. *The English Teacher's Companion: A Complete Guide to Classroom Curriculum, and the Profession*. Third. Portsmouth: Heinemann, 2008. Print.
- Ballard, J.G. "The Garden of Time".
<http://crabdog.org/books/books/Ballard,%20J.G.%20-%20The%20Garden%20Of%20Time.pdf>
- Compare and Contrast Chart Graphic Organizer. ReadWriteThink.
http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf.
- Copeland, M. "Socratic Circle Rubric"
forpd.ucf.edu/strategies/socratic_circle_rubric.pdf.
- Edge, Christi. "Extending Meaning on Mango Street: Using Socratic Circles for Reflective Thinking".
- Edge, Christi. "The Craft of Questioning".
- Higgins, Jo. "Reading Projects and Activities".
- Jackson, Shirley. "The Lottery". <http://www.classicshorts.com/stories/lotry.html>
- James, Henry. "The Great Good Place". 1909.
<http://www2.newpaltz.edu/~hathawar/goodplace.html>
- Thompson, Scott. "Bad Day in Utopia". <http://www.online-literature.com/wellshg/3/>
- Venn Diagram. Houghton Mifflin Company.
<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>
- Wells, H.G. "The Country of the Blind". The Literature Network. <http://www.online-literature.com/wellshg/3/>.